



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

18701 W. Thomas Rd., Litchfield Park, AZ 85340

Litchfield Elementary District

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06	Highly Performing
2004-05	Performing
2003-04	Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Ms. Lee K. Nelson
 Schedule : 07:30 AM to 03:30 PM
 Grades : K-5
 Web Address : www.lesd.k12.az.us
 Phone Number : (623) 535-6200
 Fax Number : (623) 935-7803
 E-mail : nelson@lesd.k12.az.us

Mission

As a community of educators, our high academic standards and educational programs ensure that all students reach their potential.
 As a community of caring adults, we maintain a safe and orderly environment that values the social and emotional development of children.
 As a community of students, we are respectful, cooperative, responsible, and ready for learning every day.
 As a community of parents, our children attend school regularly and are prepared for learning.

School / Academic Goals

- ü All K-2 students will learn sound-letter relationships to support critical word recognition development and accurate spelling. This foundation ensures that by 3rd grade students will be fluent readers who read for a variety of purposes.
- ü Students' math achievement will continue to improve as a result of a combination of researched based strategies for teaching Arizona State Standards, systematic review, continuous monitoring of students' progress, and increased time on task.
- ü Students will become effective writers who can organize and structure various kinds of writing that serve multiple purposes. Students will see themselves as writers who can represent their ideas and understandings about their world.
- ü We will actively promote an open door policy, believing that by involving parents in the educational process, our students will feel supported and encouraged to reach for their highest potential.

Enrollment

October 1, 2005 School Year Student Enrollment : 584
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 66

Instructional Programs

- ü Project Inquiry Gifted Program
- ü Full-day Kindergarten
- ü Special Education Program
- ü Wilson and Foundations Reading Programs
- ü English Language Learner Support
- ü Traditional and Multi age 1st-3rd classes
- ü EXCEL Math
- ü Inquiry Based Hands-on Science

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	8/8/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Our School Compact states that we will:

- Provide a safe school environment.
- Give parents a voice in decisions regarding their child's education.
- Keep parents informed of their child's progress.
- Foster high standards of academic achievement and personal development for all students.
- Provide resources for parents to support their child's academic progress.

Parents

Our School Compact states, as a parent, I want my child to achieve. I will:

- Encourage my child to reach his/her potential.
- See that my child is on time and attends school daily.
- Establish a time and place for homework and check it daily.
- Support the enforcement of school, class, and bus rules.
- Keep in touch with teachers.
- Keep personal information up-to-date.
- Read daily with my child.

Transportation Policy

The majority of students are transported by the District. Adaptations are made for special needs students. All students are instructed in bus safety and evacuation procedures. Bus conduct reports communicate unsafe behaviors to parents and school administration. Video cameras monitor student behavior.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü A+ School Award	2004
ü Highly Performing School	2006
ü Rodel Foundation Mac-Ro School	2006
ü Westside Impact Teacher of the Year	2006

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	903	80010	100	100	99	457	456	447	11	6	10	13	12	18	52	61	53	25	21	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	458	38935	100	100	99	472	457	447	NA	4	9	5	11	19	63	63	55	32	21	17
Male	55	445	40974	100	100	98	445	455	448	18	8	11	18	13	18	44	58	52	20	21	19
African American	NC	92	4201	NC	100	99	NC	440	430	NC	12	17	NC	15	23	NC	61	51	NC	12	9
Hispanic	22	264	34545	100	100	99	446	441	432	14	8	14	27	17	24	45	64	53	14	10	9
Asian/Pacific Islander	NC	45	2068	NC	100	99	NC	461	474	NC	2	4	NC	16	10	NC	60	50	NC	22	36
American Indian/Alaskan Native	--	11	3979	--	100	96	--	446	424	--	9	17	--	9	30	--	64	47	--	18	6
White	68	491	35142	100	99	99	461	467	465	7	4	5	7	8	11	56	59	56	29	29	28
Students with Disabilities	24	117	10161	100	100	93	420	426	419	25	29	28	25	19	28	46	39	36	4	13	8
Students without Disabilities	69	786	69849	100	100	100	468	461	451	6	3	7	9	11	17	54	64	56	32	22	19
Limited English Proficient Students	NC	72	14013	NC	100	97	NC	415	413	NC	18	24	NC	36	34	NC	46	39	NC	NA	3
Migrant Students	NC	NC	603	NC	NC	96	NC	NC	417	NC	NC	22	NC	NC	32	NC	NC	42	NC	NC	4
Economically Disadvantaged	14	239	39029	100	100	98	417	438	432	29	13	14	36	19	25	29	57	52	7	11	9
Non-Economically Disadvantaged	79	664	40981	100	100	100	462	463	462	8	4	6	9	10	13	56	62	54	28	25	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	905	79438	100	100	98	458	461	451	13	8	9	14	17	24	60	62	56	13	13	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	460	38775	100	100	99	482	470	457	NA	5	7	8	14	22	79	65	58	13	17	13
Male	55	445	40560	100	100	97	441	451	446	22	11	12	18	20	25	47	60	54	13	10	9
African American	NC	92	4178	NC	100	98	NC	446	439	NC	13	13	NC	21	29	NC	57	52	NC	10	6
Hispanic	22	264	34297	100	100	98	451	446	434	14	12	14	18	22	31	64	59	50	5	7	5
Asian/Pacific Islander	NC	45	2063	NC	100	99	NC	461	475	NC	7	3	NC	16	15	NC	69	63	NC	9	20
American Indian/Alaskan Native	--	11	3940	--	100	95	--	448	429	--	NA	14	--	36	36	--	64	47	--	NA	3
White	68	493	34887	100	100	98	462	472	471	10	5	4	12	13	15	62	64	63	16	18	18
Students with Disabilities	24	118	9588	100	100	88	414	417	416	33	36	30	38	25	32	25	35	34	4	5	5
Students without Disabilities	69	787	69850	100	100	100	472	467	456	6	4	7	6	15	23	72	66	59	16	15	12
Limited English Proficient Students	NC	72	13856	NC	100	96	NC	403	407	NC	33	27	NC	38	43	NC	28	29	NC	1	1
Migrant Students	NC	NC	600	NC	NC	96	NC	NC	418	NC	NC	22	NC	NC	38	NC	NC	39	NC	NC	2
Economically Disadvantaged	14	239	38685	100	100	97	419	437	435	36	16	14	29	23	32	21	54	50	14	6	5
Non-Economically Disadvantaged	79	666	40753	100	100	99	464	470	467	9	5	5	11	14	16	67	65	62	13	16	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	901	79971	100	100	99	425	436	423	12	6	8	34	36	41	49	50	49	4	8	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	458	38974	100	100	99	457	458	437	NA	2	5	26	27	33	66	59	57	8	13	4
Male	55	443	40895	100	100	98	401	413	410	20	12	10	40	45	47	38	41	41	2	2	2
African American	NC	92	4203	NC	100	99	NC	423	411	NC	4	11	NC	47	45	NC	43	43	NC	5	2
Hispanic	22	261	34481	100	100	99	406	426	410	18	9	10	32	41	46	45	43	43	5	7	1
Asian/Pacific Islander	NC	45	2067	NC	100	99	NC	435	449	NC	9	4	NC	24	28	NC	58	60	NC	9	8
American Indian/Alaskan Native	--	11	3995	--	100	96	--	433	409	--	NA	10	--	36	47	--	64	42	--	NA	1
White	68	492	35150	100	100	99	434	443	437	9	5	5	34	32	35	53	54	56	4	8	5
Students with Disabilities	24	117	10258	100	100	94	379	380	377	25	27	23	58	40	51	17	31	25	NA	2	1
Students without Disabilities	69	784	69713	100	100	100	438	443	429	7	3	5	26	35	39	61	53	52	6	9	3
Limited English Proficient Students	NC	71	13985	NC	99	97	NC	381	382	NC	23	18	NC	48	54	NC	30	27	NC	NA	0
Migrant Students	NC	NC	608	NC	NC	97	NC	NC	389	NC	NC	16	NC	NC	50	NC	NC	33	NC	NC	0
Economically Disadvantaged	14	237	38994	100	99	98	382	420	409	21	10	10	50	45	47	29	40	41	NA	5	1
Non-Economically Disadvantaged	79	664	40977	100	100	100	431	441	437	10	5	5	32	33	34	53	53	56	5	9	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	119	901	80147	99	100	99	488	495	482	6	7	11	19	12	17	50	49	49	25	32	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	67	465	39281	100	100	99	488	497	483	7	6	9	21	10	17	42	52	50	30	32	24
Male	51	434	40780	96	100	98	489	494	482	4	7	12	18	14	17	59	46	48	20	32	24
African American	NC	72	4249	NC	100	99	NC	476	464	NC	15	17	NC	13	22	NC	50	48	NC	22	13
Hispanic	37	276	33494	97	100	99	475	479	466	8	9	15	24	21	23	51	50	49	16	21	14
Asian/Pacific Islander	NC	45	2103	NC	100	99	NC	527	515	NC	2	4	NC	2	8	NC	42	44	NC	53	45
American Indian/Alaskan Native	--	11	4117	--	92	96	--	494	456	--	18	19	--	NA	27	--	73	46	--	9	8
White	79	495	36122	100	100	99	495	504	501	5	4	5	16	8	10	49	49	50	29	38	35
Students with Disabilities	21	108	10295	95	99	92	444	442	443	29	32	33	33	28	26	29	31	33	10	9	8
Students without Disabilities	98	793	69852	100	100	100	497	502	488	1	3	7	16	10	16	54	52	51	29	35	26
Limited English Proficient Students	14	73	12722	100	100	97	455	450	441	NA	15	27	43	27	33	57	52	37	NA	5	3
Migrant Students	NC	NC	622	NC	NC	97	NC	NC	454	NC	NC	19	NC	NC	30	NC	NC	43	NC	NC	8
Economically Disadvantaged	31	236	38371	97	99	97	464	472	465	10	10	15	32	23	23	48	52	49	10	16	13
Non-Economically Disadvantaged	88	665	41776	100	100	100	497	504	498	5	6	6	15	8	11	50	49	49	31	38	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	120	901	79686	100	100	98	479	481	470	4	8	11	22	18	24	66	63	57	8	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	67	465	39163	100	100	99	484	487	475	1	5	9	21	14	22	67	68	60	10	12	10
Male	52	434	40438	98	100	97	473	474	465	8	11	13	23	22	25	63	58	54	6	9	7
African American	NC	71	4228	NC	99	98	NC	470	458	NC	17	15	NC	17	28	NC	59	53	NC	7	4
Hispanic	37	276	33299	97	100	98	461	461	452	11	14	17	24	24	32	57	57	47	8	5	3
Asian/Pacific Islander	NC	45	2097	NC	100	99	NC	504	490	NC	2	5	NC	9	13	NC	69	68	NC	20	14
American Indian/Alaskan Native	NC	12	4087	NC	100	96	NC	478	446	NC	8	16	NC	17	38	NC	67	44	NC	8	2
White	79	495	35914	100	100	98	488	491	489	1	4	5	22	16	15	68	67	67	9	14	14
Students with Disabilities	21	107	9808	95	98	87	431	426	432	24	38	35	52	36	32	24	23	30	NA	3	3
Students without Disabilities	99	794	69878	100	100	100	488	488	475	NA	4	8	15	15	23	75	69	61	10	12	9
Limited English Proficient Students	14	73	12594	100	100	96	435	428	422	7	30	34	57	41	45	36	29	21	NA	NA	0
Migrant Students	NC	NC	611	NC	NC	95	NC	NC	439	NC	NC	22	NC	NC	39	NC	NC	37	NC	NC	2
Economically Disadvantaged	31	236	38095	97	99	97	455	457	452	10	16	17	35	27	32	48	53	48	6	4	3
Non-Economically Disadvantaged	89	665	41591	100	100	99	487	489	486	2	5	6	17	15	16	72	67	65	9	13	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	120	901	80372	100	100	99	494	491	475	3	2	4	22	22	30	73	71	64	3	4	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	67	466	39452	100	100	99	507	504	488	NA	1	3	18	15	22	76	78	72	6	6	3
Male	52	433	40836	98	100	98	476	476	464	6	4	6	27	30	37	67	64	56	NA	2	1
African American	NC	71	4264	NC	99	99	NC	476	465	NC	4	5	NC	28	35	NC	68	59	NC	NA	1
Hispanic	37	277	33608	97	100	99	474	477	462	5	4	6	24	30	36	70	63	57	NA	3	1
Asian/Pacific Islander	NC	45	2098	NC	100	99	NC	510	500	NC	NA	2	NC	7	16	NC	84	75	NC	9	7
American Indian/Alaskan Native	NC	12	4128	NC	100	97	NC	498	464	NC	NA	4	NC	25	39	NC	75	56	NC	NA	1
White	79	494	36213	100	100	99	503	498	489	1	2	2	20	18	22	73	75	72	5	5	3
Students with Disabilities	21	107	10526	95	98	94	441	435	427	10	10	15	62	61	53	29	29	31	NA	NA	1
Students without Disabilities	99	794	69846	100	100	100	504	498	482	1	1	3	13	17	26	82	77	69	4	5	2
Limited English Proficient Students	14	73	12747	100	100	97	463	438	432	7	11	12	36	49	52	57	38	36	NA	1	0
Migrant Students	NC	NC	621	NC	NC	97	NC	NC	452	NC	NC	9	NC	NC	40	NC	NC	51	NC	NC	0
Economically Disadvantaged	31	237	38521	97	100	98	465	471	461	6	5	6	39	32	38	55	60	55	NA	2	1
Non-Economically Disadvantaged	89	664	41851	100	100	100	504	498	489	1	2	3	16	18	22	79	75	72	4	5	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	103	861	79306	99	100	99	524	522	504	11	9	13	7	12	20	57	52	49	25	28	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	415	38845	100	100	99	515	520	505	9	8	11	9	13	20	59	53	50	24	26	18
Male	57	445	40383	98	100	98	531	523	504	12	9	14	5	11	19	56	50	47	26	29	19
African American	NC	63	4171	NC	100	98	NC	500	485	NC	19	20	NC	14	26	NC	52	44	NC	14	10
Hispanic	26	273	32673	100	100	99	517	507	487	8	12	18	4	18	25	73	51	46	15	19	10
Asian/Pacific Islander	--	41	2147	--	100	99	--	540	539	--	NA	5	--	12	10	--	39	46	--	49	40
American Indian/Alaskan Native	--	NC	4034	--	NC	97	--	NC	479	--	NC	22	--	NC	29	--	NC	43	--	NC	7
White	72	478	36234	99	99	99	529	532	523	11	6	6	6	9	13	53	53	52	31	33	28
Students with Disabilities	18	75	10286	100	100	91	487	465	462	33	43	41	17	25	27	39	25	27	11	7	5
Students without Disabilities	85	786	69020	99	100	100	529	526	510	6	5	9	5	11	18	61	54	52	28	30	21
Limited English Proficient Students	NC	43	10291	NC	100	96	NC	463	458	NC	42	38	NC	19	34	NC	37	26	NC	2	2
Migrant Students	NC	NC	630	NC	NC	95	NC	NC	478	NC	NC	24	NC	NC	27	NC	NC	43	NC	NC	6
Economically Disadvantaged	32	236	37437	100	98	97	505	498	486	13	17	19	13	17	26	63	51	46	13	15	9
Non-Economically Disadvantaged	71	625	41869	99	100	100	532	531	521	10	5	7	4	10	14	55	52	51	31	32	27

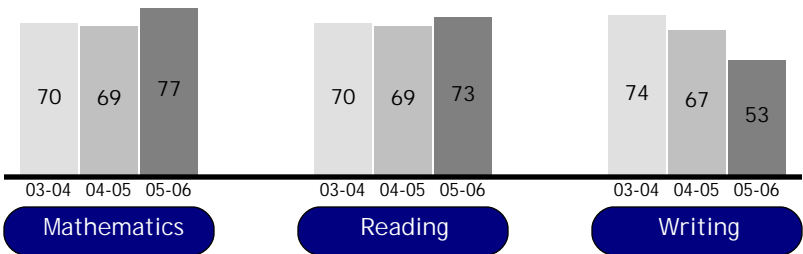
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	103	861	79000	99	100	98	500	502	489	3	5	10	22	18	24	65	64	58	10	12	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	414	38774	100	100	99	504	507	494	2	4	7	15	15	22	70	67	61	13	14	10
Male	57	446	40150	98	100	98	498	498	485	4	7	12	28	20	25	61	62	55	7	11	8
African American	NC	63	4153	NC	100	98	NC	492	476	NC	10	13	NC	22	30	NC	62	53	NC	6	4
Hispanic	26	273	32508	100	100	98	495	487	472	NA	8	15	31	27	33	58	56	49	12	8	3
Asian/Pacific Islander	--	41	2142	--	100	99	--	512	510	--	NA	4	--	2	14	--	88	67	--	10	16
American Indian/Alaskan Native	--	NC	4016	--	NC	96	--	NC	467	--	NC	14	--	NC	37	--	NC	46	--	NC	2
White	72	478	36135	99	99	98	504	513	508	4	3	4	18	13	14	68	68	67	10	16	15
Students with Disabilities	18	74	9991	100	99	88	473	450	449	11	28	33	28	41	36	61	28	29	NA	3	2
Students without Disabilities	85	787	69009	99	100	100	504	507	495	1	3	6	21	16	22	66	68	62	12	13	10
Limited English Proficient Students	NC	43	10199	NC	100	95	NC	440	439	NC	28	35	NC	58	47	NC	14	18	NC	NA	0
Migrant Students	NC	NC	629	NC	NC	95	NC	NC	457	NC	NC	22	NC	NC	41	NC	NC	37	NC	NC	1
Economically Disadvantaged	32	237	37234	100	98	97	491	481	472	6	12	15	28	29	33	56	52	50	9	7	3
Non-Economically Disadvantaged	71	624	41766	99	100	99	505	510	505	1	3	5	20	14	16	69	69	65	10	15	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	103	863	79611	99	100	99	495	520	496	6	4	7	47	27	37	48	68	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	416	39016	100	100	99	504	534	511	2	3	4	39	18	29	59	79	66	NA	1	1
Male	57	446	40519	98	100	98	486	506	482	9	5	10	53	36	44	39	59	46	NA	0	0
African American	NC	63	4188	NC	100	98	NC	506	486	NC	11	9	NC	24	40	NC	65	50	NC	NA	0
Hispanic	26	275	32855	100	100	99	498	507	481	4	5	10	50	34	43	46	61	47	NA	NA	0
Asian/Pacific Islander	--	41	2149	--	100	100	--	551	519	--	NA	4	--	7	24	--	90	70	--	2	2
American Indian/Alaskan Native	--	NC	3992	--	NC	96	--	NC	478	--	NC	10	--	NC	46	--	NC	44	--	NC	0
White	72	478	36380	99	99	99	493	527	511	7	3	4	46	25	30	47	72	65	NA	1	1
Students with Disabilities	18	76	10664	100	100	94	452	456	440	22	20	23	56	51	54	22	29	22	NA	NA	1
Students without Disabilities	85	787	68947	99	100	100	501	525	504	2	2	4	45	25	34	53	72	61	NA	1	1
Limited English Proficient Students	NC	43	10362	NC	100	97	NC	446	438	NC	16	22	NC	63	57	NC	21	21	NC	NA	NA
Migrant Students	NC	NC	636	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	47	NC	NC	38	NC	NC	0
Economically Disadvantaged	32	238	37626	100	99	98	487	493	479	9	8	10	56	40	45	34	51	45	NA	NA	0
Non-Economically Disadvantaged	71	625	41985	99	100	100	498	530	511	4	2	4	42	22	30	54	75	65	NA	1	1

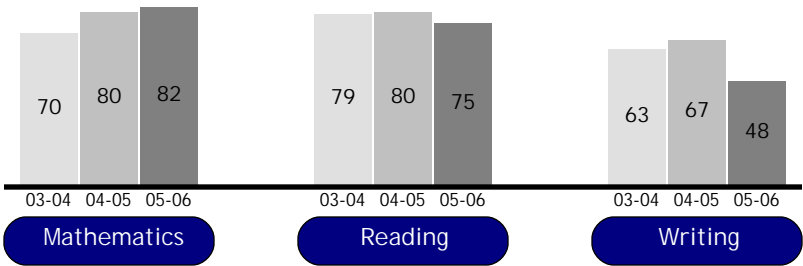
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	97	57	NA	58	97	53	53	47	95	41	54	46
	Language	99	54	56	50	97	49	52	47	95	52	58	48
	Mathematics	100	66	66	64	98	58	57	50	95	56	63	52
3	Reading	95	52	NA	55	98	48	52	44	98	52	52	46
	Language	95	55	66	61	98	43	49	44	98	50	54	46
	Mathematics	94	63	64	61	98	47	54	51	98	56	58	52
4	Reading	95	61	NA	56	95	53	58	48	98	58	59	52
	Language	94	54	56	52	95	51	57	49	98	58	61	52
	Mathematics	96	63	63	61	95	56	63	53	98	63	68	58
5	Reading	95	69	NA	55	97	57	56	50	93	61	65	56
	Language	95	64	58	49	97	49	57	50	93	61	67	54
	Mathematics	95	76	71	63	97	54	56	49	93	63	63	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 2 Teacher(s)
- 3 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Improvement
- Ü School Safety
- Ü School Climate
- Ü Parent/Educator Relations
- Ü Textbook Selection
- Ü Extra Curricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	36.50
Other Professional Staff	3.50	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	1	0	0
4 to 6 years	7	2	0	0
7 to 9 years	8	0	0	0
10 or more years	4	9	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	32
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Project Preserve Nature Center
- Ü Multimedia Computer Lab
- Ü Instructional Resource Center
- Ü Audio Enhancement equipped classrooms

Extracurricular Activities

- Ü Chorus
- Ü Study Island
- Ü Student Council
- Ü Mac-Ro Math
- Ü Project Preserve Guides
- Ü Art Masterpiece Program
- Ü Brownie and Cub Scouts
- Ü A.Y.S.O. Site

Social Services

- Ü Breakfast and Lunch Programs
- Ü Extended Day Child Car Services
- Ü Health Safari Health Screening
- Ü Fulltime Nurse
- Ü Vision/Eye Glass Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Our 2005 - 2006 Community Survey indicates a 95% approval rating of our school. Parents express their appreciation for the safe and welcoming environment provided for their children.
- ü Family Literacy and Math Nights help parents support their children's skill development, love of reading and writing, and problem solving abilities. Families enjoy meeting authors, exploring literacy websites, and making math games together.
- ü Our Parent Volunteer Program annually logs over 3,000 hours of support for school programs and extra curricular activities.
- ü Our A+ School Award and Highly Performing label show that we prepare students to successfully live in a rapidly changing world, to establish goals, and to apply their knowledge and skills.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Promotion Rate ⁵	96	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Our approved Emergency Procedures Plan directs staff and students in the event of an emergency. The plan's effectiveness is evaluated regularly and adjusted accordingly by staff, parents, and local law enforcement. Regular emergency and school evacuation drills are conducted. Campus activity is monitored by security cameras and staff. Security gates limit access to the campus. Two-way radios are used to maintain communication between the playground monitors and administration.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Christa Denofsky	(623) 535-6200
Transportation Policy	Ken Axford	(623) 535-6000
Community Resources	Mary Ann Mroz	(623) 535-6200
School Nutrition Programs	David Schwake	(623) 535-6100
Parent Organization	Christa Denofsky	(623) 535-6200
Student Health/Nurse	Gina Medley	(623) 535-6200

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 100 Copies = \$39.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.